

Environment Rating Scales Summary Report Writing Guidelines

The purpose of an Environment Rating Scales Summary Report is to provide detailed feedback for program assessment and improvement. The summary report often is shared with the program/teacher(s) by a technical assistance provider. It may be seen as a blueprint for specific improvements and helps the program understand what is required to reach a higher score.

This document contains tips for note-taking to prepare for writing the summary report and guidance for writing a high-quality Summary Report. The assessor should complete the report immediately after the classroom observation and assessment, and before conducting another assessment.

Note Taking and Preparation

Key to writing a comprehensive Summary Report is ensuring there is accurate and sufficient detail in the score report generated during the classroom observation. As the assessor, you should:

- **Focus on taking detailed notes** while in the classroom/program; generate the score toward the end of the observation period.
- **Complete worksheets** with enough notes to support each item score.
- **Document what you see** even if you score the indicators “yes” and your quality score will be 5 or above.
- **Include specific examples** of language and interactions, both positive and negative, using objective terms.
- **Complete the “observed schedule”** and track for most of the day and substantial portion of the day (SPOD).
- **Make sure photos are clear**, if used.
- **Take time to organize information** and determine what you need to highlight when writing the report (e.g., hand washing steps observed, which steps completed or missed, etc.).
- **Document answers to interview questions** on the worksheet or a blank page.
- **Double check all information has been collected** (e.g., enrollment numbers, operating hours, staff names).

Organization of the Report

Check with your local Quality Rating and Improvement System coordinator for the report template they would like used. If a template is not provided, a recommended format is found on page 4.

The Summary Report contains three sections: a heading with identifying information, a list of those items with scores 5 and above, and detailed information about those items with scores below 5.

1. The heading contains identifying information about the center and classroom, as well as the assessor name, initials, or code and the average score achieved on the rating scale.
2. The next section shows the program's strengths by listing the number and name of each item rated a 5 or higher. You may want to include a summary of strengths statement at the end of each subscale, with observed evidence to support the high score.
3. In the last section, list each item rated below a 5 and include a justification note for each score (see below). Include the requirement of each indicator that was missed and provide the details of what was observed.

The Justification Note

1. The justification note is made up of three parts:
 - a. Requirement for the indicator: The introductory part of each indicator note should be substantial and addresses the specifics of what is required to meet that indicator.
 - b. Observed evidence: Use details and examples from the worksheets/score sheets of what was observed and heard.
 - c. Reason the indicator was not met. For example:
 - *Mulch measured 4 inches (9 inches is required).*
 - *Tables were sprayed with a bleach solution (but were not cleaned first with a soapy solution), which remained on the table surface for only 1 minute (2 minutes are required).*
 - *3 – 5 examples of math/number materials were observed from four categories (counting, written numbers, shapes, and measuring); however, no examples of materials for comparing quantities were observed.*

2. Check to make sure you are using the correct note for the appropriate level. For example:

- *Item 22 – Blocks: Level 3 requires blocks and accessories for two children (3.1) while level 5 requires blocks and accessories for three children (5.1).*
- *5.2 - At this level of quality, it is expected that daylight directly enters the room through windows or skylights. There were no windows or skylights opening toward a natural lighting source.*
- *SPOD for this program is calculated based on the total number of hours that children could potentially be in care. For this program that operates from XX AM to XX PM or XX hours daily, SPOD is equal to XX hours and XX minutes.*

3. When writing the observed evidence, start with any positives if possible. In the body of the note, include details and specific examples of what was observed. For example:

While all diapering steps were completed correctly, only two of the six children's diapers were checked or changed during the three hour observation.

4. At the end of each note, summarize and consolidate what you saw that prevents you from giving credit for the indicator. For example:

Because the provider did not individually greet each child, credit cannot be given for 5.1.

General Writing Guidelines

- Avoid jargon and explain clearly why what you saw is not enough to give credit for the indicator. Ask yourself "If I had not been in the observation, would this note make sense?"
- Consider your audience when writing the report.
- Read and reread the report before finalizing to ensure proper grammar. Always use:
 - Complete sentences
 - Consistent tense (usually past tense)
 - Objective language to describe observations
 - Active rather than passive verbs

ECERS-R Summary Report

SAMPLE

Facility: My Child Care
Address: 3 Anywhere St.
Anytown, CA 90000
Facility Code:
License Number: 00000

Date: 05/25/2015
Assessor: Smith, S.
Classroom: 3-4 year olds
Teacher(s): J D, M J
Children Enrolled: 20
Children Present: 18
Youngest Birthdate: 01/15/2012
Oldest Birthdate: 10/22/2010

Transfer information from page 1 of the score sheet to the report.

Subscale Score Overview

Overall Score: 5.66

	Raw Score:	# of Items Scored:	Average Score:
1. Space and Furnishings	43	8	5.38
2. Personal Care Routines	26	6	4.33
3. Language-Reasoning	21	4	5.25
4. Activities	55	9	6.11
5. Interaction	32	5	6.40
6. Program Structure	21	3	7.00
7. Parents and Staff	34	6	5.67
TOTAL:	232	41	5.66

Provide summary of subscale scores.

Items Marked Not Applicable

Item

Activities

27. Use of TV, video, and/or computers

Program Structure

37. Provisions for children with disabilities

Indicate items marked as not applicable.

Strengths: Items with Scores of 5 and Above

Item

Score

Space and Furnishings

2. Furniture for routine care, play, and learning

6

3. Furnishings for relaxation and comfort

7

4. Room arrangement for play

7

List items with scores of 5 or above. This section may include only raw scores or the assessor may include a summary after each subscale about overall subscale strengths.

(Note: This is an example; this section would include all subscale and item scores for items scored 5 or above.)

Areas of Potential Growth: Items with Scores Less Than 5

Item

Score

Indicator Rationale

Space and Furnishings

1. Indoor space

4

5.3 Space is accessible to children and adults with disabilities.

At this level of quality, the space should be accessible for all children and adults with disabilities that require such provisions, regardless of whether anyone with a disability uses the room or is currently enrolled in the program. It was observed that doors were equipped with round handled knobs which may prevent access to persons with limited use of their hands.

List items with scores below 5. Provide rationale for the score, including indicator number and description, requirement for the indicator, observed evidence, and reason the indicator was not met using objective language.

(Note: This is an example; this section would include all subscale and item scores, and rationale for items scored below 5.)